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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Monday, December 28, 2009**  
**(Last Accepted: Monday, December 28, 2009)**

**Entity:** Central PA Digital Learning Foundation CS  
**Address:** 1500 4th Ave  
Altoona, PA 16602

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Central PA Digital Learning Foundation CS

**Date of Local Chartering School Board/PDE Approval:** 6/1/07

**Length of Charter:** 5 years    **Opening Date:** 8/26/02

**Grade Level:** K-12    **Hours of Operation:** 7:30 AM - 6:00 PM, Monday thru Friday

**Percentage of Certified Staff:** 96.97%    **Total Instructional Staff:** 33

**Student/Teacher Ratio:** 5/1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 99.32 %

## Summary Data Part II

**Enrollment:** 147 **Per Pupil Subsidy:** PDE 363 as submitted by District of Residency

### Student Profile

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<b>American Indian/Alaskan Native:</b>	4
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	3
<b>Hispanic:</b>	1
<b>White (Non-Hispanic):</b>	139
<b>Multicultural:</b>	0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
26.6%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 30

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	180	0	0	180	180	180	180
Instructional Hours	450	0	0	900	990	990	As per Breakdown Under Each Column

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

On February 11, 2002 PDE granted a charter to the Central Pennsylvania Digital Learning Foundation Charter School. This charter school was the initiative of 12 member schools that had become disenchanting with the quality of cyber education. The sole purpose of Central Pennsylvania Digital Learning Foundation Charter School was to deliver a quality curriculum to students kindergarten through twelfth grade in a cost efficient system. Central Pennsylvania Digital Learning Foundation Charter School does not discriminate by race, religion or ethnicity for admission to our school.

Central Pennsylvania Digital Learning Foundation Charter School was organized into an Elementary (K-6), Middle (7-8) and Secondary (9-12) structure. Central Pennsylvania Digital Learning Foundation Charter School opened its doors in September of 2002 and grew to 185 students by January of 2003. Thirty-one schools were represented. There were three full-time Facilitators, 16 Mentors, one part-time Secretary, four part-time Technology Assistants and one part-time Web Designer. In addition, the Altoona Area School District Center for Advanced Technologies renders services "as needed."

There were 33 mentors and three full time facilitators for the 2008/2009 school term. There was 1 full time technology coordinator, 2 part-time tech aides, a full-time secretary/billing clerk, and a part-time secretary. The Center for Advanced Technologies continues to be a valuable partner.

For the 2008-2009 school term, the curriculums are K-12 and Florida Virtual. The K-12 and Florida Virtual curriculums are being expanded. A specialized curriculum for the functional levels of special education students is in place. A PSSA specific course has been developed by the facilitators and mentors. Other specialized courses include Probability and Statistics, Family and Consumer Science, Health, Reading, and Focus on Technology. The curriculum needs of our students are in constant review with adjustments made accordingly.

## **Mission**

### **CPDLF Mission**

*The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.*

*The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the area.*

*The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.*

## **Vision**

CPDLF Charter School will become a partner with the public school districts by providing an educational delivery system that can promote an alternative to the traditional educational process for some students. The goal of CPDLF Charter School is to provide an arena by which both charter and public school systems can work in concert with each other to maximize the educational potential of the students we serve. The CPDLF Charter School will provide opportunities to students that are not feasible by the traditional education methods, and will work with the public school systems to develop programs that are beneficial to all students.

## **Shared Values**

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

## **Academic Standards**

### **K12 Curriculum**

Central Pennsylvania Digital Learning Foundation (CPDLF) offers a complete K through 6<sup>th</sup> grade traditional curriculum based on a time-tested method of instruction covering six core subjects: Language Arts, Math, Science, History, Art, and Music. Each course includes online lessons, worksheets, and teacher guides that can be downloaded, as well as traditional material such as books, CD's and manipulatives. Courses assume a certain amount of background knowledge in the subject to ensure that the student is getting the full breadth of education from the K12 curriculum. A student's level of mastery is determined by administering a placement test. Middle School courses are taken based on a student's knowledge of a specific subject. Middle School courses are not listed by grade as the other grade-specific years.

The K12 curriculum is perfectly aligned to the Pennsylvania Standards. CPDLF promotes in-depth and inquiry-based teaching and learning by providing layers of guidance in each lesson to help both the student and the parent to prepare for and study each lesson effectively, including: clearly defined learning objectives, step-by-step, easy to follow procedures for hands-on activities, creative ideas for alternate teaching and studying approaches, and suggestions for optional activities and readings beyond the lesson. K12 works with CPDLF to provide a powerful partnership with parents and mentors that allows students to receive individual attention and a personalized course of instruction. Families get the flexibility and individual instruction of home schooling with the support and accountability of traditional education.

### **Secondary (Grades 7-12) Program**

The Central Pennsylvania Digital Learning Foundation delivers an online curriculum to the secondary school students. With the use of an education delivery platform, the CPDLF delivers courses that are developed in house and by the Florida Virtual School.

Each course meets the Pennsylvania content standards. Courses that were developed by the Florida Virtual School were matched to the Pennsylvania standards. Courses developed in house are developed around the standards.

The online curriculum is organized into modules and then into lessons within a module. Students will normally complete 2-4 lessons per week in a course. Students will read the information in the lesson, do practice work, view various websites, do supplemental readings and use a variety of educational media within a lesson. Every course requires the student to do Internet based research and work.

At the end of each lesson is an assessment. Assessments vary in length, content and delivery. Generally, at the end of every module, the student will take a timed test. The test requires that a student study and be prepared. Many courses will have quizzes between exams. Quizzes may or may not be timed and are generally taken once or twice by students. All other assessments are usually multiple submittals and are submitted using a variety of techniques. Some assessments are multiple choice, fill in the blank or true and false. These assessments are graded automatically by the educational delivery system and students receive feedback immediately. Other assessments are short essays or open essays. These assessments are graded by the instructor. To encourage mastery of content, the CPDLF allows for multiple submittal of work. This allows students to take instructor feedback and improve their work.

Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there are online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging. Teachers will have times when they are online using the previously listed tools, as well as Elluminate (real time instruction), to do synchronous learning with one or many students.

The use of multiple media engages students in the learning process. Students use online course content, videos, DVDs, textbooks, literature books, software, and online resources for student instruction.

The online learning environment allows for individualized instruction for students, particularly students who are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

## **Strengths and Challenges**

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student centered educational program that will rely on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering a higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but

also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the state.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based in the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

An improvement plan is in place to increase our test scores. Students will be provided with test taking skills materials as well as practice prompts. The mentors and facilitators throughout the year will emphasize the Pennsylvania Standards via assessments in each area of the curriculum. Monitoring the days absent will be scrutinized closely.

A school improvement plan is in place to increase our test scores. The following steps were implemented at CPDLF with the goal of increasing standardized test scores:

1. CPDLF implemented a formal Math and Reading benchmarking system for all students in all grade levels. Mentors were trained on how to administer the benchmark exams to their students and how to interpret the results. The data was then used to identify students in need of direct intervention.
2. CPDLF provided mentors with unlimited access to a software program that allowed for real-time interaction between mentors and students. Mentors were trained in the use of this software and minimum usage requirements were put into effect.
3. CPDLF trained mentors on the use of PSSA scoring rubrics. All math and reading mentors were required to model and provide opportunities for students to practice solving open-ended problems. Math and Reading mentors were required use PSSA scoring rubrics to evaluate student work and provide feedback to students.
4. CPDLF trained mentors on the development of supplemental lessons to address identified weak areas in Reading and Math. Mentors developed supplemental lessons and used them with students.
5. CPDLF put into place a formal system for obtaining historical testing data for new students.
6. CPDLF facilitators more closely monitored students' pace. When students started to fall behind in their courses, facilitators immediately contacted students and their family.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

CPDLF as part of its management contract follows the same process as Altoona Area School District in strategic planning, which involved many school and community personnel in developing the eStrategic Plan. These groups included representatives of the community, parents, staff, students, administration and the School Board. The core committee of

representatives came from the Act 48 Committee because Act 48 specified the process and the makeup of this Committee. Additional representatives were sought because of the serious task of aligning the Strategic Plan, the Act 48 Plan, the Teacher Induction Plan, the Technology Plan and the Special Education Plan.

The basic process for Strategic Planning consisted of the use of subcommittees and assignments given to relevant personnel. These committees and personnel would meet on as needed. The work of these groups then was presented to the total committee for revision, comment, addition or deletions. Since active participation is crucial to the implementation of the eStrategic Plan, the eStrategic Plan Committee were given the task to review all data and initial drafts that emanated from the subcommittee and personnel assignment process.

The Director of Curriculum and Instruction, the Technology Coordinator, and the Director of Special Services compiled the work of the subcommittees into their assigned Plans. The Director of Secondary Academics/CEO of CPDLFÂ had the responsibility to review and edit all Plans before final submission.

Planning sessions for the sStrategic Plan Committee and its subcommittees occurred after school or, when needed, on an Inservice Day.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Annetta Conway	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Bill Thompson Sr.	Altoona Area School District	Business Representative	Board
Bruce Hazlett	Central PA Digital Learning Foundation	Administrator	Peer Selected/Teacher Association
Bryce Cossitor	Altoona Area School District		Dr. Mary Lou Ray/Technology Plan Author
Camilla Houy	Altoona Area School District		Dr. Mary Lou Ray
Carolyn Shipley	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Cathy Keefe	Altoona Area School District	Administrator	Peer Selected/Principal Association
Chris Carnahan	Central PA Digital Learning Foundation	Administrator	Peer Selected/Teacher Association
Cindy Geiner	Altoona Area School District	Parent	Building Principal
Dan Lersch	Altoona Area School District		Guidance Office
Dan Spinazzola	Altoona Area School District	Business Representative	Building Principal
David A Ellis	Altoona Area School District	Board Member	Board
David E Francis	Altoona Area School District	Board Member	Board
Debbie Tini	Altoona Area School District	Parent	Building Principal
Deborah A Bartley	Altoona Area School District		Dr. Mary Lou Ray

Dennis P Hallinan	Altoona Area School District	Board Member	Board
Drandi Maitland	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
E Preston Rice	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
Eric R Irwin	Altoona Area School District	Board Member	Board
George Thomas Kattouf	Altoona Area School District	Special Education Representative	Administration/Author Special Education Plan
Heidi Douglass	Altoona Area School District	Parent	Building Principal
Janette Kelly	Altoona Area School District	Community Representative	Board
Jason Wasovich	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Jay Hinish	Altoona Area School District	Parent	Building Principal
Jennifer Mikolajczyk	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
John Fiore	Altoona Area School District	Secondary School Teacher	Peer Selected/Teacher Association
John Wilson	Altoona Area School District	Administrator	Peer Selected/Teacher Association
Kristin delGiudice	Altoona Area School District		Peer Selected/Teacher Association
Lori Gootz	Altoona Area School District	Parent	Building Principal
Lori Mangan	Altoona Area School District	Administrator	Peer Selected/Principal Association
Margaret L Henricks	Altoona Area School District	Board Member	Board
Marie Brenneman	Altoona Area School District		Peer Selected/Teacher Association
Mary J Kimmel	Altoona Area School District	Board Member	Board
Mary Jane Hammers	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Mary Lou Ray	Altoona Area School District		Dr. Dennis Murray
Maryann Joyce Bistline	Altoona Area School District	Board Member	Board
Michelle Sassano	Altoona Area School District		Guidance Office
Nancy Cherry	Altoona Area School District		Peer Selected/Teacher Association
Nanette Ansilinger	Altoona Area School District	Parent	Building Principal
Norm Miller	Central PA Digital Learning Foundation/Altoona Area School District	Administrator	Board
Patrick Labriola	Altoona Area School District	Administrator	Peer Selected/Teacher Association

Patty Burlingame	Altoona Area School District	Administrator	Peer Selected/Principal Association
Richard L Lockard	Altoona Area School District	Board Member	Board
Robert Duffett	Altoona Area School District	Administrator	Peer Selected/Principal Association
Samantha Weathersbee	Altoona Area School District	Parent	Building Principal
Scott Woomer	Altoona Area School District		Dr. Mary Lou Ray
Sharon Fasenmyer	Altoona Area School District	Administrator	Peer Selected/Principal Association
Sharon O'Donnell	Altoona Area School District	Parent	Building Principal
Sherry Buck	Altoona Area School District	Middle School Teacher	Peer Selected/Teacher Association
Sherry Wells	Altoona Area School District	Administrator	Peer Selected/Principal Association
Susan Holzer	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Suzanne Ritchey	Altoona Area School District	Administrator	Peer Selected/Principal Association
Tina Swineford	Altoona Area School District	Elementary School Teacher	Peer Selected/Teacher Association
Todd Kelly	Altoona Area School District	Community Representative	Dr. Mary Lou Ray
Vanessa Kattouf	Altoona Area School District		Guidance Office
Victor Gioioso	Altoona Area School District	Business Representative	Board
Vince DiLeo	Altoona Area School District	Administrator	Peer Selected/Principal Association
Walter Betar	Altoona Area School District	Board Member	Board

## Goals, Strategies and Activities

### **Goal: MATHEMATICS**

**Description:** At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

#### **Strategy: Align curriculum to math standards and anchors**

**Description:** Planned Instruction will be written to ensure that math standards and anchors are addressed developmentally within elementary grade levels and secondary courses.

### **Activity: Align instructional lessons to standards/anchors/eligible content**

**Description:** Identify math standards within lesson plans to ensure that standards are addressed within daily lessons.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/2/2008 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### **Activity: Develop Planned Courses**

**Description:** Develop Planned Instruction that is aligned to math standards and anchors as well as eligible content.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** Complete

### **Activity: Scope and Sequence Development and Review**

**Description:** Continuously review curriculum scope and sequence to assure that math standards and eligible content are addressed

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Data Analysis**

**Description:** Implement data analysis of math assessments.

### **Activity: Monitoring of Data Analysis**

**Description:** Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Utilize Technology**

**Description:** Incorporate technology, software, and internet programs to enhance student learning.

### **Activity: Create Interactive Experiences**

**Description:** Staff will develop effective electronic presentations through the use of story boarding and other planning techniques.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$780,000.00
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**Status:** In Progress — Upcoming

### **Activity: Training on Technology Integration**

**Description:** Provide staff elective training on methods of utilizing technology integration as a means to enhance student learning of standards and the curriculum.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$3,000.00
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**Status:** In Progress — Upcoming

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

**Strategy: Align Curriculum to Reading Standards and Anchors**

**Description:** Planned instruction will be written to ensure that reading/language arts standards and anchors are addressed developmentally within elementary and secondary courses.

**Activity: Align instructional lessons to standards/anchors/eligible content**

**Description:** Identify reading standards within lesson plans to ensure that standards are addressed within daily lessons.

**Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** Complete

**Activity: Develop Planned Courses**

**Description:** Written curriculum that follows Chapter Four requirements will be developed for reading/language arts content and skills.

**Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** Complete

**Activity: Scope and Sequence Development and Review**

**Description:** Continuously review curriculum scope and sequence to assure that reading/language arts standards and eligible content are addressed.

**Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Data Analysis**

**Description:** Implement data analysis of reading assessments.

#### **Activity: Monitoring Data Analysis**

**Description:** Develop monitoring procedures for staff and administrators to track progress on standards and eligible content that require additional instruction.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Differentiate Instruction**

**Description:** Learning will be differentiated to provide students with instruction and active engagement activities that address their capabilities and diverse needs.

#### **Activity: Intervention Strategies**

**Description:** Students at the strategic and intensive level will be provided with intervention instruction and materials that address their diverse needs.

#### **Person Responsible Timeline for Implementation Resources**

Norm Miller	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** Complete

### **Activity: Training on Diffentiated Instruction**

**Description:** Professional education sessions will be offered to provide staff with the background knowledge to implement differentiated instruction procedures.

#### **Person Responsible Timeline for Implementation Resources**



***Ã~ Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?***

***Ã~ How is the curriculum organized to meet the developmental and academic needs of students?***

***Ã~ How does the charter school promote in-depth and inquiry-based teaching and learning?***

***Ã~ What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?***

***Ã~ What types of teaching strategies are used to actively engage students in the learning process?***

## **K12 Curriculum**

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Instructors are available to students on a daily basis. When students need help with a topic, they contact their teacher through email. Instructors typically will respond through email, but at times will make phone appointments when more in depth instruction is needed. The education delivery system also has tools for improving communication with the teacher and student. In each class there is online whiteboards, discussion rooms, shared folders, chat rooms and instant messaging. Teachers will have times when they are online using the previously listed tools, as well as Elluminate (real time instruction) to do synchronous learning with one or many students.

The use of multiple media engages students in the learning process. Students use online course content, videos, DVDs, textbooks, literature books, software, and online resources for student instruction.

The online learning environment allows for individualized instruction for students, particularly students that are performing below the standards. The online environment allows students to have extra time in areas where necessary for the student. With the ability to submit assignments

multiple times, teachers work with students to repeat concepts that are not mastered during the first try.

## **Rigorous Instructional Program - Attachments**

- Approval Letter Teacher Induction
- Professional Education 2008

## **English Language Learners**

The Central Pennsylvania Digital Learning Foundation adopted an ESL policy in November 2002. The CPDLF Handbook provides the following explanation of CPDLF's policy.

The CPDLF seeks to provide quality education to all students. In accordance with this precept, the CPDLF provides an appropriate planned instructional program for identified students whose primary language is not English.

The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can attain Pennsylvania's academic standards and achieve academic success.

In compliance with Title 22 Sec. 4.26, the CPDLF provides an instructional program for each student identified as an English Language Learner (ELL). The English as a Second Language Program meets the three-pronged test of program compliance (Castaneda v. Pickard, 1981). (1) The ESL program is based on sound research-based education theory. (2) The ESL Program provides sufficient resources and is staffed by appropriate prepared personnel. (3) The ESL Program includes periodic program evaluation.

Procedures for identification of students whose native language is not English have been established by the CPDLF. The Home Language Survey is completed for every student and is filed in the student's permanent record folder through graduation. Results of the Home Language Survey determine the need for initial assessment of the student's English proficiency level.

At the current time there are no students identified as ELL, but a ESL teacher has been approved by the board in the event that we need to provide this service.

Basic Guidelines for the ESL Program include the following:

1. ELL student will be enrolled upon receipt of a local address and proof of immunizations.

2. Individual needs of students as determined by the assessment in reading, writing, listening, and speaking will be addressed.
3. Appropriately, certified teachers provide instruction to the ELL.
4. Instructional resources will be comparable to the resources provided other Language Arts subjects. Appropriate accommodations will be provided for other content areas.
5. The ESL Program will be monitored and evaluated by its effectiveness to meet the student's academic needs.
6. The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.
7. ELL student shall have access and be encouraged to participate in all academic and extracurricular activities provided by the district.
8. Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

## English Language Learners - Attachment

- 2008-2009 ELL Report

## Graduation Requirements

Graduation requirements for grades 9 through 12 require the student to earn at least 22.5 credits for the standard diploma. Graduates from the Central Pennsylvania Digital Learning Foundation have successfully completed all state and local student academic standards assessments as set forth in Chapter Four and the Central Pennsylvania Digital Learning Foundation's Plan, a culminating high school research project that demonstrates the application, analysis, synthesis, and evaluation of knowledge in this project. Students may present the project as a speech, a PowerPoint presentation, a visual, a videotape, or demonstration.

A minimum of 22.5 credits of academic work for the standard diploma and 25 credits for the merit diploma as outlined below:

22.5 Credit Standard	25 Credit
	Merit
English (4)	English (4)
Soc. Studies (3)	Soc. Studies (4)
Math (4)	Math (4)

Science (4)	Science (4)
Foreign Language (2)	Foreign Language (3)
Phys. Ed. (1)	Phys. Ed (1)
Health (1)	Health (1)
Computer Course (1)	
Community Service (.5)	Community Service (.5)
Arts History (.5)	Art History (.5)
PSSA (.5)	PSSA (.5)
Electives (1)	Electives (2.5)

Students successfully complete each planned course with a grade of 70 or higher and demonstrate mastery of the State and local student academic standards associated with each planned course of instruction. All new students are required to pass an online study skills course.

Students may earn a merit diploma by demonstrating advanced proficiency on PSSA.

Graduating students must demonstrate proficiency in reading, writing and mathematics on either the state assessments administered in grade 11 or 12, or local assessments aligned with academic standards and state assessments under Section 4.52 (relating to the local assessment system).

Graduating students have also participated in a Community Service Program volunteering a minimum of 45 hours.

## **Special Education**

# **Central PA Digital Learning Foundation**

# Special Education

Central Pennsylvania Digital Learning Foundation (CPDLF) provides a Special Education Program in accordance with the Individuals with Disabilities Education Act (IDEA), a federal law, and Chapter 14, the Pennsylvania state regulations and guidelines. The purpose of this law and these regulations is to ensure the provision of a free and appropriate public education to all school-age children in need of such services. CPDLF utilizes a variety of identification procedures and instructional strategies available for students with special needs in a cyber setting.

Central Pennsylvania Digital Learning Foundation website describes the process and procedures to enroll new students. This website also provides links to access specific information regarding special education, such as the Annual Public Notice, Pennsylvania Parent Guide to Special Education in Charter Schools, Parents' Rights: Understanding the Procedural Safeguards, and the Pennsylvania Training and Technical Network.

Special education services are available to students who have been identified through a multidisciplinary evaluation. The team then develops an Individual Education Plan (IEP) for the identified student based on the recommendations of the multidisciplinary team evaluation.

Central Pennsylvania Digital Learning Foundation's Special Education Program is individualized to meet the needs of each child through identifying the student's present educational levels, the development of the goals based on those levels, and specially designed instruction necessary to reach those goals. CPDLF staff will meet with parents to review the multidisciplinary team evaluation and develop the IEP to ensure that a free and appropriate educational program is provided for the student in the least restrictive environment.

Special education services are provided not only in alignment with the student's category of disability, but also according to his/her emotional and/or educational needs. Learning support is primarily provided to students with academic needs through accommodations and adaptations of the curriculum. This will enable the student to make meaningful educational progress in the regular education curriculum. Services would include such programs as emotional or autistic support, and other educational programs required by IDEA. Related services such as speech and language support, occupational therapy, or physical therapy are also provided based on the student's needs. The charter school may provide special education services or contract out to the chartering school district, an Intermediate Unit, or other outside agency.

CPDLF has established a series of checks and balances throughout our program to ensure all children receive the services that they require.

1. If necessary, CPDLF will provide a psychological evaluation to determine a student's eligibility for a special education program. This evaluation is completed by a certified school psychologist. A referral for a psychological evaluation can be requested by school personnel if there is a concern that a student is not making appropriate progress. A referral can also be made by a parent with a concern regarding the academic progress of their child.
2. A parent may make either a verbal or written request. Within ten days following the request, CPDLF will send the parent a form titled "Permission to Evaluate/Reevaluate Request". The parent is asked to complete and return the form to CPDLF. Upon receipt of this form, CPDLF will initiate the process for a psychological evaluation.

3. After CPDLF receives permission from the parent to complete the evaluation/reevaluation, a school psychologist will make arrangements to conduct the evaluation. A multidisciplinary team report will be generated and provided to the parents and other school personnel.
4. If the student is eligible and in need of a special education program, an IEP team, of which the parent is also a member, will convene in order to develop an IEP for the student. The parent will be presented a Notice of Recommended Educational Placement (NOREP) as a means to indicate either agreement or disagreement with the recommendations of the IEP.
5. The parents will be provided with Procedural Safeguards/Prior Written Notice prior to: (1) evaluation/reevaluation, (2) identification of the student for special education, (3) change in the student's identification, or (4) change in the student's educational placement.
6. After the IEP is developed and the parent agrees to the placement, CPDLF will review and rewrite the IEP at least once annually. However, the parent or CPDLF may request an IEP meeting whenever there is a concern regarding the student's educational program and progress.
7. Students who are eligible for special education as a student with mental retardation will be reevaluated every two years. Other special education students will be reevaluated every three years, unless a request to waive the reevaluation is completed.

Central Pennsylvania Digital Learning Foundation's instructional strategies for educating special education students consist of a variety of techniques. Students are provided with a strong support system consisting of numerous contact people including: a special education mentor and facilitator, regular education mentor(s), principal, and a chief administrative officer. Also available will be the Local Education Agency (LEA) representative, whom is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities. Other personnel that are needed to provide special education programs or related services are also involved. The parent and child are contacted on a regular basis via phone or e-mail to discuss the student's educational progress. Contact by email and phone is available on a daily basis for parents and students. Face-to-face conferencing is also available, if needed.

Parents and students have the option to take and use a CPDLF computer and printer. An e-mail account is set up to provide consistent feedback and communication. Internet service and USPS postage is reimbursed and additional ink is available to ensure printing runs smoothly. Quarterly reports are completed by the special education mentor to keep families updated regarding the student's progress towards IEP goals and objectives.

Communication between the special education mentor, facilitator, and special education supervisor occur on a weekly basis. Meetings are held on a monthly basis for mentors to discuss education strategies for students with special needs. Reevaluations or initial evaluations for additional programs/services may be completed to evaluate a student's needs, if the team feels it is necessary and appropriate.

Students are provided textbooks and workbooks or online modules depending upon the curriculum in which they enroll. Instructional CD's, manipulatives, assistive technology devices, tutoring, and specially designed instruction are also provided to ensure each child's success. Parents are provided with lesson manuals as guides to aid in instruction. Parent trainings are provided to assist them in understanding special education regulations and procedures. These trainings will be provided through face-to-face meetings or through the use of Elluminate Live, a virtual meeting room.

Higher measures of technology have been incorporated to assist instruction. Web cameras have been used for speech and language instruction, oral reading, and, if necessary, extended school year goals and objectives. The Central Pennsylvania Digital Learning Foundation continues to monitor, evaluate, and modify the identification procedures and instructional strategies employed in delivering each special needs student's individual program in the cyber setting.

A major component of the school design is how the charter school addresses programming for students with special needs.

## Special Education - Attachment

- Special Ed Handbook

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Emily Virkler	1.00	Mixed Category	Cyber Charter School	16	All Disability Categories
Jane Fellingner	.45	Mixed Category	Cyber Charter School	9	All Disability Categories

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	N/A	N/A	N/A	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Emily Virkler, Special Education Facilitator	Cyber Charter School	1
Norman J. Miller, Chief Executive Officer	Cyber Charter School	.45
Tom Kattouf, Special Education Consultant	Cyber Charter School	.45
Jennifer Mikolajczyk, Elementary Principal	Cyber Charter School	.45
Janette Kelly, Secondary Principal	Cyber Charter School	.45
Jane Fellingner, Special Education Mentor	Cyber Charter School	.45
Marshall Wagner, Special Education Facilitator	Cyber Charter School	1

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Steve Keith	Teacher-Direct Instruction	.45

April Morelli	School Psychologist	.45
Lynne Ruggles	Speech and Language Pathologist	.45
Jennifer Snyder	Reading Specialist	.45
Maureen Repko	Counseling Services	.45
Dee Dunn	School Psychologist	.45
Denise Meyers	Teacher-Direct Instruction	.45
Carol Hewitt	School Psychologist	.45
Peggi Irvin-Houtz	Speech and Language Pathologist	.45
Jeff Danel	Orientation and Mobility Specialist	.45
Robin MisLevey	Hearing Specialist	.45
Michelle Link	Physical Therapist	.45
Cindy Kanski	Speech and Language Pathologist	.45
Denise Kubistel	Teacher-Direct Instruction	.45
Justine Kunrod	Teacher-Direct Instruction	.45
Ashley McClanahan	Teacher-Direct Instruction	.45

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	Yes	Yes

### Student Assessment

A.) CPDLF utilized the PSSA in grades 3-4-5-6-7-8-11 for Reading and Mathematics and the PSSA in grades 8 and 11 for Writing. In addition, CPDLF used the grade 12 retest opportunity for mathematics, Reading, and Writing.

For 2008/09, CPDLF met 9 out of 9 targets for AYP and is making improvement in School Improvement I. Proficient scores in 2008/09 increased to 32% from 26% the previous year in math and 42% proficient from 36% in reading.

Worth noting are the following points:

The results of these assessments influence development of annual measurable goals in as much as CPDLF examines curricula to assure standards alignment and presence of eligible content and the comparison of average student performances by grade levels.

The student progress plan features the use of mentor evaluations of individual student's assignments and projects, unit and module tests and the use of semester and final examinations in courses. Mentors monitor and record student performance according to PSSA standards on a quarterly basis.

Even with both of the above strategies in place, the transient nature of the cyber-school's population makes long-term application of the strategies difficult at best.

Special needs students (N=12) represented 21% of the student population.

To the school's credit, participation rate was 95.2%, with students located across the entire state.

CPDLF will continue to use the Problem of the Week course that all student were required to take to help them better prepare for testing.

B.) Strategies are in place for students who are at risk of failure and those not making reasonable progress are as follows:

Students are counseled by mentors and encouraged to perform.

Students are tutored by additional mentors with hopes of increasing performance.

Students and parents are counseled by facilitators as a means of additionally assessing and evaluating performance or lack thereof.

Students are provided with course modifications and/or pace modifications allowing for some degree of performance success.

## **Student Assessment - Attachment**

- Local Test Data

## **Teacher Evaluation**

Non-Tenured Mentors are evaluated four times a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Tenured Mentors are evaluated one time a year by the following:

1. Appropriate Facilitator
2. Appropriate Principal
3. Chief Executive Officer

Non-Tenured Facilitators are evaluated four times a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Tenured Facilitators are evaluated one time a year by the following:

1. Appropriate Principal
2. Chief Executive Officer

Training for evaluators on special education is held during each summer. The CPDLF Special Education Facilitator is the presenter.

CPDLF Inservice coincides with the Inservice of the Altoona Area School District. Facilitators have the opportunity to attend all sessions.

Mentors have meeting to address the unique instructional techniques in a Cyber environment:

Wednesday, August 6, 2008 - Summer Workshop

Tuesday, October 7, 2008 Meeting 4-5 & Meet the Mentor Night 5-7

Thursday, December 18, 2008

Tuesday, February 10, 2009

Wednesday, April 15, 2009

Thursday, June 11, 2009 (Graduation)

## **Teacher Evaluation - Attachment**

- Mentor Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

As a transition from a regional to a state board of directors, the following changes were made to the CPDLF Board of Trustees at the August 2008 reorganizational board meeting. Lots were drawn to determine the expiration dates of the ten new board members with expiration dates in August of 2009, August 2010, and August 2011. Election of officers resulted in the following changes to the CPDLF Board: Mr. Richard Bernazzoli from Portage Area School District replaced Dr. Lee Swinsburg from Williamsburg Community School District as CPDLF Board President. Dr. Joseph Macharola from Cambria Heights School District replaced Dr. Paul Gallagher from Hollidaysburg Area School District as Board Vice-President. Dr. Tom Otto from Bellwood-Antis School District replaced Dr. Thomas Estep, III from the Northern Cambria School District as Board Secretary. Dr. Thomas Estep, III from Cambria Heights School District was elected as Treasurer under the new bylaws. Mr. Norman J. Miller remains as the Chief Executive Officer.

## **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dr. Dennis Murray	Board Member
Dr. Paul Gallagher	Board Member
Dr. Thomas Otto	Secretary
Dr. Joseph Macharola	Vice-President
Dr. Thomas Estep, III	Treasurer
Mr. Richard Bernazzoli	President
Dr. William Miller	Board Member
Mr. Thomas Bradley	Board Member
Mrs. Kris Hallinan	Board Member
Mrs. Jeanne Werking	Parent Representative
Mrs. Barbara Parkins	Board Member

## **Professional Development (Governance)**

The Board of Trustees are Public School Superintendents and are very knowledgeable of governance issues.

## **Coordination of the Governance and Management of the School**

The Board of Trustees under the direction of the President, Mr. Richard Bernazzoli from Portage Area School District, works within the organizational structure. Formal meetings occur every other month. The every day operation of the school is coordinated by the CEO. The relationship between the Board of Trustees and the staff is outstanding. The implementation of this school was a team effort to deliver a superior program to students who wanted a cyber education. Cooperation and communication are the mainstays of the relationship.

The relationship with PDE is also positive. The staff of PDE is very knowledgeable and helpful. The guidance of Mr. Gregory Spadafore continues to be outstanding. PDE has always been available to assist when necessary.

## **Coordination of the Governance and Management of the School - Attachment**

- 2008-2009 CPDLF Board Meetings

### **Community and Parent Engagement**

A parent, Mrs. Jeanne Werking, sits as an active member of the Board of Trustees of the Central PA Digital Learning Foundation for the past two school years (2007-2008 and 2008-2009).

Meet the Mentor Night held on October 7, 2008 provided CPDLF parents and students an evening to discuss curriculum and any other questions pertinent to their child's cyber education with CPDLF mentors and facilitators. CPDLF Senior parents were also engaged in the CPDLF graduation held on June 11, 2009.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

N/A — There are no fund raising activities.

### **Fiscal Solvency Policies**

CPDLF currently has a budgetary reserve which was designated by the Board of Trustees for contingencies such as future special education expenditures and computer replacements.

The Board of Trustees:

- Approves the budget each year
- Approves every check and all travel requests (at their monthly meeting)
- Meets every other month and is updated on enrollment numbers particularly as they relate to the cyber charter's financial stability.

The Board of Trustees adopted an investment policy in October of 2006. The President of the Board of Trustees and the Chief Executive Officer closely monitor revenues and expenditures and report solvency to the Board regularly.

### **Accounting System**

The accounting system (Quickbooks) was set up using the PA State Chart of Accounts. Revenues and expenditures are coded according to the Manual of Accounting and Related Financial Procedures. The approved budget has been entered and financial information is reported to PDE in accordance with GAAP.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

## **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- 2008-2009 Revenues and Expenditures Report

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Audit firm: Young, Oakes, Brown & Co, PC  
Period ending 06/30/08. Completion date of 12/15/08 audit  
Unqualified opinion and no findings

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- Auditor's Report 2007-2008

## **Citations and follow-up actions for any State Audit Report**

A representative from the State Attorney General's office completed an audit for the Central PA Digital Learning Foundation. CPDLF received a letter and performance audit report dated July 1, 2009 from the Auditor General, Jack Wagner. The performance audit included the years ended in June 30, 2006, 2005, and 2004, and in certain areas extending beyond June 30, 2006. The results of the audit tests indicated that, in all significant respects, the Central PA Digital Learning Foundation complied with applicable state laws, regulations, contracts, grant requirements, and administrative procedures.

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

The Central Pa. Digital Learning Foundation rents space and facilities from the Altoona Area School District's Center for Advanced Technology. Computers are purchased through the PEPPM plan of the State.

### **Future Facility Plans and Other Capital Needs**

The Central Pa. Digital Learning Foundation intends to occupy office space in the Center for Advanced Technology and upgrade computers and software as needed. As a cyber school, space requirements are minimal.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

The Central PA Digital Learning Foundation maintains health and safety records and they are kept at the Center for Advanced Technology in a separate locked filing cabinet. Fire prevention is non-applicable in a Cyber environment.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- Wellness Policy
- 2007-2008 School Health Services

## **Current School Insurance Coverage Policies and Programs**

1. Worker's Compensation — State Worker's Insurance Fund— Policy #04746186 — Policy Period 8/2/08 to 8/2/09
2. Computer Insurance- Safeware Insurance Agency, Inc.— American Bankers Ins. Co. of Fl. — Policy #FT 1000172-3 — Policy Period 11/1/08 to 11/1/09
3. Errors & Omission Policy- Educators Legal Liability Insurance — Diamond State Insurance Company — Policy # EDU B174079— Policy Period 7/30/08 to 7/30/09
4. Commercial General Liability — Essex Ins. Co. — Policy #3CY8841 — Policy Period 10/17/08 — 10/17/09
5. Highmark — Policy #1198305 — Policy Period 7/1/08 to 6/30/09

## **Current School Insurance Coverage Policies and Programs - Attachments**

- 2008-2009 State Worker's Insurance Fund
- 2008-2009 American Bankers Insurance
- 2008-2009 Educators Legal Liability Insurance
- 2008-2009 Essex Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

There were 33 mentors in the 2008-2009 school term. Of those mentors, 30 are returning for the 2009-2010 school year.

CPDLF is currently in the process of making deletions and corrections to the 2008-2009 HQT report. When the report is completed and corrected, the ACS will be faxed and a copy of the final HQT ACS will be submitted to the Pennsylvania Department of Education.

### **Quality of Teaching and Other Staff - Attachments**

- 2008-2009 LEA Staff Profile ACS
- 2008-2009 Course Enrollment and Instructor ACS

## Student Enrollment

The Central Pennsylvania Digital Learning Foundation is a public school and admission is open to all students. Enrollment is first open to all returning students and then to all students in the state of Pennsylvania. Enrollment is based on the order when complete applications are received at the CPDLF.

Students are permitted to enter for Kindergarten. Students are required to be 5 years old by September 30 of the school year. Students entering first grade must be 6 years old by September 30 of the school year.

The Application/Enrollment Process is as follows:

- 1) After speaking to a Facilitator at the school or visiting the website, families are encouraged to follow the Visitor button to take a tour of the appropriate curriculum: K12 or Florida Virtual School. Students and parents/guardians are invited to investigate the various showcase lessons for each of the core subject areas: Math, Science, English, and Social Studies.
- 2) Families make an online application or stop at the school to apply.
- 3) An enrollment packet is mailed or given to the family to be completed.
- 4) The family returns the enrollment packet completed in its entirety.
- 5) CPDLF uses the signed Records Request form from the enrollment packet to request a transcript from the applicant's school in the district of residence.
- 6) Upon receipt of student records, a Facilitator phones the applicant family to schedule an interview. In the meantime, the Facilitator examines the student records and determines whether or not testing for curricular placement is necessary.
- 7) At the interview, a Facilitator explains the school's policies and standard operating procedures for a student to obtain lessons and for a parent/guardian to monitor student participation in the lessons.
- 8) Student, parent and Facilitator all sign the Terms of Agreement which delineates the expected behaviors for the student to successfully participate in the lessons, whether on line or textbook based.
- 9) Based on the need for testing to determine the student's placement, the Facilitator schedules such a session with the family/student.
- 10) The Facilitator gives a demonstration of accessing the online lesson or of receiving the lesson in the traditional textbook with lesson plans provided for the parent/guardian.
- 11) The student and parent agree to the terms of enrollment and the Facilitator signs the enrollment form assigning the first day of school and the beginning of the Orientation Course.
- 12) The Facilitator takes a digital photo of the student to be included with his/her file.

Grade	Initial Enroll	Add	Drop	Moved
<b>K</b>	2	0	0	0
<b>1</b>	2	0	0	0
<b>2</b>	4	0	1	0
<b>3</b>	4	0	1	0
<b>4</b>	4	0	1	0
<b>5</b>	4	0	1	0
<b>6</b>	5	1	3	0
<b>7</b>	12	6	2	1
<b>8</b>	11	5	4	0

<b>9</b>	16	14	6	3
<b>10</b>	26	24	11	1
<b>11</b>	25	13	16	1
<b>12</b>	24	8	11	0

For the 2009-2010 school year, 68 CPDLF students have re-enrolled.

As CPDLF enters its 8<sup>th</sup> year, an enrollment trend has been difficult to discern because of the:

- Lack of data, the school being relatively new
- Transient nature of the cyber-student

CPDLF staff, however, has noted the following:

1. An unsuccessful student will leave the cyber-school when confronted with procedural alternatives meant to define and predict success.
2. Not a single case can be found thus far of an unsuccessful student being supported by an involved parent.

Based on exit interviews and discussions with students and parents, students who enrolled early in the school year had a much better chance at being successful. Students who transferred in mid-year found difficulties in learning how to adapt to the new learning environment. CPDLF has developed an online Orientation course and requires that each new family take the course. The Orientation Course contains activities and lessons designed to ensure success in the cyber environment. The course has activities for the student, the parent, and the parent and student functioning as a team. In addition, CPDLF holds Orientation Workshops during the summer months prior to the beginning of school in order that students and parents might diminish the learning curve. For students enrolling after the first day of school, the enrolling CPDLF officer holds a private orientation session for the family to accomplish the same task.

There are currently no supporting documents selected for this section.

## **Transportation**

N/A - No transportation this year.

## **Food Service Program**

N/A Cyber School

## **Student Conduct**

CPDLF has taken measures to prevent cyber-bullying, attached is the policy regarding cyber-bullying.

No suspensions or expulsions to report.

## **Student Conduct - Attachments**

- Bullying Policy
- Discipline Policy 5005

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

**School Year: 2008**

The Central PA Digital Learning Foundation CS within Appalachia IU 8 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Central PA Digital Learning Foundation CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:  
<http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

There is currently no contact information saved.

### **Signature Page - Attachment**

- 2008-2009 CPDLF Annual Report Signature Page